



Report to the Legislature: Educator Evaluation Training Funding Report

An Act Providing for the Implementation of Educator Evaluation Systems in School
Districts – Chapter 131 of the Acts of 2012

July 2014

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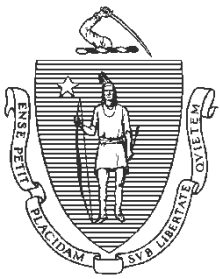
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Mitchell D. Chester, Ed.D.
Commissioner

July 2014

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: Educator Evaluation Training Funding Report.

The Department of Elementary and Secondary Education (Department) is committed to supporting effective implementation of educator evaluation to improve student learning. In June 2011, the Board of Elementary and Secondary Education adopted new regulations for the evaluation of Massachusetts educators. Since then, the Department has worked with stakeholders to develop the Model System called for in the regulations. With the help of thoughtful suggestions and candid feedback from a wide range of stakeholders, we developed seven components of the [Model System](#)¹.

As a reminder, in June 2012, the Legislature passed and the Governor signed into law *An Act Providing for the Implementation of Education Evaluation Systems in School Districts* ([Chapter 131 of the Acts of 2012](#)), which was supported by both the [Massachusetts Teachers Association](#) and [Stand for Children](#). The new law includes the following requirements:

- districts must provide training for all evaluators and for all teachers and administrators;
- districts must develop and submit plans for funding the training;
- districts must publish their evaluation training schedules;
- the Department is to encourage districts to use federal and other funds appropriate for this purpose;
- the Department is to collect and report evaluation data, working with an advisory committee; and
- laws on layoffs and transfers are amended (these take effect in 2016).

The new Training and Funding Plan mandates took effect beginning in school year 2012-13 for Race to the Top districts and in 2013-14 non-Race to the Top districts required to implement evaluation systems consistent with the regulations. The Department has created a number of resources to support implementation of the new requirements and the educator evaluation system overall. For a link to those resources, see <http://www.doe.mass.edu/edeval/>.

I continue to stress the importance of implementing the new educator evaluation system with conscientiousness. A robust educator evaluation system is essential to help promote the growth

¹ <http://www.doe.mass.edu/edeval/model/>

and development of our educators as well as to ensure a great teacher for every classroom and a great leader for every school.

If you have any questions, please feel free to contact me.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this report to the Legislature pursuant to the requirement under “An Act Providing for the Implementation of Education Evaluation Systems in School Districts.” Chapter 131 of the Acts of 2012, Section 5 and 8 states:

†Section 5: The department shall submit a report to the chairs of the joint committee on education not later than December 31, 2012 describing how such training is being funded by the Commonwealth and the districts.

This legislative report is an update on how the Commonwealth and school districts are funding the educator evaluation training.

Overview

The Commonwealth’s new Educator Evaluation regulations were adopted on June 28, 2011 by the Board of Elementary and Secondary Education. The regulations are designed to:

- Promote growth and development of leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

The Department is committed to supporting effective implementation, and is using federal *Race to the Top* grant funds to do so. The Department developed a Model System for evaluating administrators and teachers that districts chose to either adopt or adapt. The Department continues to work with districts and others to further refine the model system, along with training materials, resources, and networks designed to support districts in implementing the new regulations. Similarly, the Department has developed guidelines and resources for identifying and using multiple measures of student performance. All districts have full access to Educator Evaluation resources to help support implementation.

[†] Full legislation text in Appendix B.

Implementation Timeline[‡]

For 2011-12: All 34 Level 4 schools and identified “early adopter” districts

For 2012-13: All 234 *Race to the Top* districts

For 2013-14: All 142 other districts

On June 29, 2012, the Legislature passed and the Governor signed into law An Act Providing for the Implementation of Education Evaluation Systems in School Districts Chapter 131 of the Acts of 2012, which was supported by both the Massachusetts Teachers Association and Stand for Children. The new law includes the following requirements:

- Districts must provide training for all evaluators and for all teachers and administrators;
- Districts must develop and submit plans for funding the training;
- Districts must publish their evaluation training schedules;
- The Department is to encourage districts to use federal and other funds appropriate for this purpose;
- The Department is to collect and report evaluation data, working with an advisory committee; and
- Laws on layoffs and transfers are amended (these take effect in 2016).

This legislative report is an update on how the Commonwealth and school districts are funding the educator evaluation.

Educator Evaluation Training Funding

State Funding

The Commonwealth has committed \$3.5 million in Race to the Top (RTTT) money to supplement the cost of implementing an educator evaluation training program in all districts by funding pre-approved vendors to provide training and services at a substantially reduced cost to districts in two categories:

Category A: Training Module Delivery – Vendors pre-approved for this category deliver the Department-designed training modules to school leadership teams.

- Approved vendors for Category A: Center for Collaborative Education, Collaborative for Educational Services^{*}, Learning Innovations at West Ed, Massachusetts Teachers Association Center for Education Policy and Practice^{*}, Ribas Associates^{*}, and Teachers 21^{*}

Category B: Evaluator Training – Vendors pre-approved in this category provide high quality regional and district-level evaluator training and coaching consistent with the Department Model System rubrics and School-Level Implementation Guide.

[‡] Full list of Educator Evaluation Implementation by District in Appendix C.

^{*} These vendors are also pre-approved to provide educator evaluation training to non-RTTT districts at substantially reduced costs to the districts.

- Approved vendors for Category B: Cambridge Education, Center for Collaborative Education, Research for Better Teacher, and Teachers 21

These subsidies go directly to vendors approved in those categories above, who then offer training and services to districts. Vendors that are not approved for Categories A or B are not eligible to receive a subsidy from the Department.

District Funding

For state fiscal year 2014, the Department asked 142 non-Race to the Top (RTTT) districts to submit funding plans for their educator evaluation training, a requirement of Chapter 131 of the Acts of 2012, *An Act Providing for the Implementation of Education Evaluation Systems in School Districts*. The Department asked districts to indicate the publication dates of their educator evaluation training schedules and to complete tables listing the resources they are allocating toward educator evaluation training in the 2013–14 school year. The Department then tabulated both the funding sources and the amounts attributed to each source.

A total of 122 districts submitted funding plans. Explanations for why twenty districts did not submit funding plans were varied, including: fourteen districts completed trainings with neighboring districts, three Commonwealth charter schools were included in home district trainings, two charter schools received training from their management organization^{*}, and one district merged to become part of a regional school district and received training with the new district. Overall total expenditures for training in the new educator evaluation systems estimated by the 122 districts are \$4,474,685. Data indicate that reported overall total expenditures ranged from \$0 to \$1,232,040, with an average expenditure of \$36,677.75 (see Table 1). Only four districts reported higher than the average overall total expenditures: Brookline (\$432,164), Holliston (\$265,624), Plymouth (\$339,411), and Quincy (\$1,232,040). The adjusted average expenditure, not including the totals from these four districts, is \$18,690.22.

Table 1. Overall Training Expenditures

	<i>N</i>	Minimum	Maximum	Average Expenditures Across All Districts	Adjusted Average ^a
Overall total reported	122	\$0.00	\$1,232,040.00	\$36,677.75	\$18,690.22 ^a

^aAdjusted average excludes expenditure estimates from Brookline, Holliston, Plymouth, and Quincy districts to reflect a non-skewed average.

The Department’s funding plan template requested districts to report separately on expenditures for evaluation training of (a) school leadership teams, (b) evaluators, and (c) teachers and other

^{*} Charter school management organizations are non-profits that operate multiple charter schools, often providing administrative support to the individual schools.

educators relative to four sources of funding: RTTT, Chapter 70, Title IIA[§], and other funding sources. As shown in Table 2 below, the funding plans submitted by districts indicate that they were likely to spend more of their evaluation training funds on training for teachers and other educators than on school leadership teams or evaluator training. District expenditures for training teachers and other educators ranged from \$0 to \$1,112,810, with an adjusted average expenditure of \$9,694.14. Some examples for this wide range of district training expenditures include: Training was conducted using existing structures and human resources, so they did not need to expend or allocate additional funding; multiple groups attended the same training so districts did not need to expend additional funds to cover both groups.

Table 2. Overall Training Expenditures by Training Group

	<i>N</i>	Minimum	Maximum	Average Expenditures Across All Districts	Adjusted Average ^a
Total funds reported for school leadership team trainings	122	\$0.00	\$73,809.00	\$5,596.23	\$4,636.58 ^a
Total funds reported for evaluator trainings	122	\$0.00	\$339,411.00	\$7,645.38	\$3,589.63 ^a
Total funds reported for teacher/other educator trainings	122	\$0.00	\$1,112,810.00	\$22,691.51	\$9,694.14 ^a

^aAdjusted average excludes expenditure estimates from Brookline, Holliston, Plymouth, and Quincy districts to reflect a non-skewed average.

The Department’s funding plan template asked districts to report their funding sources for conducting the evaluation trainings (see Table 3), and the data show that “Other Funding Sources” accounted for well over half (67.6 percent) of the funds assigned to evaluation training overall. This was followed by state Chapter 70 funds, which accounted for 19.9 percent of the reported funds set aside by districts for evaluation training. The least-used funding source for district evaluation training included federal Title IIA grants (12.4 percent).

[§] The purpose of Title IIA funding is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. Districts apply for and are granted funding based on certain criteria. For more information, see- <http://www.doe.mass.edu/educators/title-ia/>.

Table 3. Overall Training Expenditures by Funding Source

Funding Source	N	Minimum	Maximum	Total	Percent of Total	Average	Adjusted Average^a
Race to the Top	122	\$0.00	\$0.00	\$0.00	0.0%	\$0.00	\$0.00
Chapter 70	122	\$0.00	\$332,705.00	\$892,133.00	19.9%	\$7,312.57	\$4,208.80
Title IIA	122	\$0.00	\$31,300.00	\$556,041.00	12.4%	\$4557.71	\$4,678.31
Other funding sources	122	\$0.00	\$899,335.00	\$3,026,511.00	67.6%	\$25,012.49	\$9,886.90
Total				\$4,474,685.00			

^aAdjusted average excludes expenditure estimates from Brookline, Holliston, Plymouth, and Quincy districts to reflect a non-skewed average.

District Funding: Other Funding Sources

Many districts indicated the use of “other funding sources” in the narrative of their funding cost reports. In general, other funding sources cited by districts included school-, district-, and state-level funds. The types of funding at each level (local, district, state, and other) varied by source, as identified in Table 4 below.

Table 4. Sources Specified Under Other Funding

Type of Funding*	Number of Mentions
<i>Local school funds</i>	
School budget/appropriation funds (general)	8
School choice funds	1
Town budget/appropriation	4
<i>District funds</i>	
District budget/appropriation funds (general)	16
District budget/appropriation funds (professional development)	1
<i>Unspecified local funds</i>	
Local budget (general funds)	21
Local budget (professional development)	2
<i>ESE Subsidized Funds</i>	
ESE approved vendors for educator evaluation training	14
<i>Other funds</i>	

Type of Funding*	Number of Mentions
Title I **/Coaching	1

*Descriptions of these funds are taken directly from the addendum reports submitted by districts without additional explanation or descriptive text.

Many districts noted that the evaluator and school leadership trainings they conducted included the same groups of staff members, and thus the “other funding source” was the same for both training categories. Moreover, in many cases, districts used combination of funds such as both Title IIA and Chapter 70, to support trainings for educators in each category; some used multiple sources for one type of training, while others used different sources for different types of training. Many districts used a combination of either Title IIA and/or Chapter 70 funds along with some form of local funding. Common designations for local funding include general funds, local or district budget, and state funds.

For local school funds, most districts that broke out their sources mentioned school budget and appropriations without going into further detail. A few districts specified general funds bolstered by Chapter 70 funds. Very few districts mentioned specific budget line items. Districts that provided detail about the specific sources of funding listed the following: general funds, operating funds, or professional development funds. Several districts listed general or local budget funds without specifying whether these were drawn from school- or district-level sources. Others cited funding from town budgets or appropriations.

Many of the districts that reported district-level funding noted that general district budgets and appropriations were used to fund their evaluation system training. Some districts specified that professional development funds were used. For the most part, districts used district-level professional development funds for Teacher Evaluation Training, not for School Leadership teams or Evaluator training.

Relative to state-level funds, most districts indicated that they used Department approved and sponsored vendors for training including Teachers 21 and Ribas Associates.

Finally, one district used Title I and coaching funds.

District Funding: No Funding Allocation

Fourteen districts reported \$0 in funding for all three categories of training—school leadership, evaluator, and teacher. In addition, many districts reported no funding for at least one of the three categories:

- Forty districts indicated \$0 in funding school leadership training.
- Eighty-two districts indicated \$0 in funding for evaluator training.

** The purpose of Title I funding is to provide financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- Forty-two districts indicated \$0 in funding for teacher training.

Table 5 provides a summary of the reasons districts cited when no funding was reported.

Table 5. Descriptions for Zero Cost Reports

Reasons Provided	Number of Mentions
Training was conducted using existing resources or previously allocated funds	47
Multiple groups attended the same training, or two groups overlapped	50
Trainings were funded using various sources in previous years	16
State provided funds	1
Other/no reason given	14

As Table 5 notes, a large majority of districts included the costs of providing trainings as regular budget items. It appears that districts reported no costs when using regularly scheduled professional development meetings (for teacher evaluation system training) or school leadership team meetings (for school leadership/evaluator training) because this work was considered part of the districts' regularly appropriated funds or administrative salaries. Many districts cited their use of existing resources, such as train-the-trainer models, as the reason that additional funding was not needed. The most frequently cited reason for providing a zero balance in funding lines was that multiple groups attended the same training or that multiple groups overlapped. For example, evaluators may have been part of the school leadership team and thus costs were only cited for one training.

There were five charter schools that reported zero-cost trainings. Three of these charter schools were included in the district training at no cost to the charter school. The other two schools indicated that the training was done internally, at no cost to the school, stating that the school's management organization provided the trainings.

The next-highest frequency of mentions regarding zero-cost trainings occurred when districts provided school leadership and evaluator team trainings to the same groups of people; thus, no additional costs were incurred for at least one of the types of trainings, or there were no requirements to separate out the costs in the districts' budget reports. These categories were combined in Table 5 above for reporting purposes due to the frequency of this district response.

Eleven districts reported that trainings had been funded during the previous fiscal year or that trainings had been provided in previous years, with future trainings integrated into current budgets and thus not viewed as additional costs. Among these districts, trainings that were conducted link to evaluation activities for FY 2014, but their funding sources did not include FY 2014 funds, leading to zero balances in the districts' budget reports.

Several districts noted in their narratives that the state sent funds directly to Department pre-approved vendors. These districts considered such direct payments to be non-district funding,

since they did not pay their external providers using state funding. Rather, the state provided the funding directly to the external provider organizations. A few districts cited no costs for one or more trainings, but did not explain why they incurred zero training costs.

Appendix A: Educator Evaluation Funding Plan

4. Educator Evaluation						
<p>Note: The funding plan below applies to Non Race to the Top districts only. This funding plan is required of all non Race to the Top districts to receive final approval on the 2013-2014 Title IIA grant application with a final deadline of November 1, 2013.</p>						
<p><i>This funding plan is intended to capture the resources districts are allocating towards educator evaluation training. ESE is required to collect both the funding sources and the amount attributed to each source. If the district is using funds other than Title IIA, Ch. 70, or RTTT, please identify both the funding source and the dollar amount. If the district is conducting educator evaluation activities that are not training for evaluators, teachers, or school leadership teams, then it is only necessary to identify the Title IIA funds supporting that work. Finally, if the district indicates \$0 in a particular category, please explain why and how the training cost \$0.</i></p>						
Activities	Funding Sources (in dollar amount)				Did this training occur?	If 'Other', please list activities and/or funding sources
	Title IIA	Ch. 70	RTTT	Other		
Evaluation Training for School Leadership Teams	\$ -	\$ -	\$ -	\$ -		
Evaluator Training for Evaluators	\$ -	\$ -	\$ -	\$ -		
Evaluation Training for Teachers and/or other Educators*	\$ -	\$ -	\$ -	\$ -		
Other Educator Evaluation Expenses	\$ -					
<p>*other Educators includes any educator required to be evaluated per M.G.L. c.71, §38 and 603 CMR 35.00</p>						
						<p>Please select yes or no from the drop-down menu.</p>
<p>b. Has the district published an educator evaluation training schedule?</p>						<input type="text"/>
						<p>Enter date</p>
<p>c. If no, please provide the date when the educator evaluation training schedule will be published.</p>						<input type="text"/>

Appendix B: An Act Providing for the Implementation of Education Evaluation Systems in School Districts

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to provide forthwith for the implementation of education evaluation systems in school districts, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. The purpose of this act is to assure the effective implementation of the education evaluation system adopted by the board of elementary and secondary education by providing training for teachers and administrators in evaluation and supervision; to assure that indicators of job performance as evidenced by evaluation and other factors are the primary factors in school staffing decisions; and to create a system of data collection to assess the effectiveness of the evaluation system in achieving its purposes.

SECTION 2. [Section 1I of chapter 69 of the General Laws](#), as appearing in the 2010 Official Edition, is hereby amended by inserting after the fifth paragraph the following paragraph: The board shall establish and maintain a data system to collect information from school districts for the purpose of assessing the effectiveness of district evaluation systems in assuring effective teaching and administrative leadership in the public schools. Such information shall be made available in the aggregate to the public; provided, however, that any data or information that school districts, the department or both create, send or receive in connection with educator evaluation that is evaluative in nature and which may be linked to an individual educator, including information concerning an educator's formative assessment or evaluation or summative evaluation or performance rating or the student learning, growth and achievement data that may be used as part of an individual educator's evaluation, shall be considered personnel information within the meaning of subclause (c) of clause Twenty-sixth of [section 7 of chapter 4](#) and shall not be subject to disclosure under said clause Twenty-sixth of said [section 7 of said chapter 4](#) or under [section 10 of chapter 66](#).

SECTION 3. [Section 42 of chapter 71 of the General Laws](#), as so appearing, is hereby amended by striking out the seventh paragraph and inserting in place thereof the following paragraph: Nothing in this section or section 41 shall affect the right of a superintendent to lay off teachers pursuant to reductions in force or reorganization resulting from declining enrollment or other budgetary reasons. No teacher with professional teacher status shall be laid off pursuant to a reduction in force or reorganization if there is a teacher without such status for whose position the covered employee is currently certified or if there is a less qualified teacher with such status holding the same or similar position for which the covered employee is currently certified. No teacher with such status shall be displaced in accordance with the terms of a collective bargaining agreement or otherwise by a more senior teacher with such status unless the more

senior teacher is currently certified pursuant to section 38G and is at least as qualified for the position as the junior teacher holding the position. The criteria for determining a qualified teacher under this paragraph shall be subject to the collective bargaining provisions of [chapter 150E](#); provided, however, that any such collectively bargained for qualifications shall include, as the primary factors, indicators of job performance, including overall ratings resulting from comprehensive evaluations conducted consistent with section 38 and the best interests of the students in the school or district; and provided further, that for the purposes of this paragraph, no distinction shall be made between the overall performance ratings established by the board of elementary and secondary education finding that the teacher has met or exceeded acceptable performance standards developed under said section 38 and that are defined by the board as proficient and exemplary. The school committee and the collective bargaining representative may negotiate for seniority or length of service only as a tie-breaker in personnel actions under this paragraph among teachers whose qualifications are no different using the qualifications collectively bargained for in accordance with this paragraph.

SECTION 4. [Section 59B of said chapter 71](#), as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following paragraph: The superintendent of a school district shall appoint principals for each public school within the district at levels of compensation determined in accordance with policies established by the school committee. Principals employed under this section shall be the educational administrators and managers of their schools and shall supervise the operation and management of their schools and school property, subject to the supervision and direction of the superintendent. Principals employed under this section shall be responsible, consistent with district personnel policies and budgetary restrictions and subject to the approval of the superintendent, for hiring all teachers, athletic coaches, instructional or administrative aides and other personnel assigned to the school and for terminating all such personnel, subject to review and prior approval by the superintendent and subject to this chapter. Prior to any assignment to a school of a teacher previously employed in another school in the district including, but not limited to, voluntary transfer, involuntary transfer, reduction in force, and recall, the superintendent shall consult in good faith with the principal concerning the assignment and application of any collectively bargained for selection criteria. In the case of an assignment in connection with the involuntary transfer or recall of a teacher to another school, any collectively bargained for selection criteria shall include the factors set forth in the seventh paragraph of section 42. The principal of any school which requires an examination for student admission shall be solely and exclusively responsible for hiring all teachers, instructional or administrative aides and other personnel and for terminating all such personnel without the requirement of review or prior approval by the superintendent before such hiring or termination. This section shall not prevent a person from serving as the principal of 2 or more elementary schools or the use of teaching principals in such schools.

SECTION 5. In order to fund the evaluation training program developed by the department of elementary and secondary education for all evaluators and for all teachers, principals and administrators required to be evaluated under [section 38 of chapter 71 of the General Laws](#) in school districts participating in the commonwealth's Race to the Top activities, the department of elementary and secondary education shall pay \$3,500,000 of the cost of providing training for evaluators and school teams, consistent with the approved Race to the Top grant, and districts shall pay the additional costs for school team training and the costs associated with providing

training for evaluators. The additional district funding required to implement school team and evaluator training is estimated at \$5,000,000 for fiscal year 2013. Consistent with federal law, the department of elementary and secondary education shall encourage districts to use federal Title II-A grant funds, in addition to any other available funds, for such training. The department of elementary and secondary education shall require all such districts to develop and submit, in coordination with each district's annual Title II-A needs assessment, a plan for funding the training required to implement the educator evaluation system using available local, state and federal funds. The department shall review and approve such plans. Beginning in school year 2012-2013, any such district that has not already commenced an evaluation training program shall not require teachers to be evaluated until the district has published an evaluation training schedule for teachers, principals and administrators who are required to be evaluated under said [section 38 of said chapter 71](#). Each such district shall publish a training schedule not later than October 1, 2012. The department shall submit a report to the chairs of the joint committee on education not later than December 31, 2012 describing how such training is being funded by the commonwealth and the districts.

SECTION 6. All school districts required to adopt and implement evaluation systems consistent with 603 CMR 35.00 for the 2013-2014 school year shall provide an evaluation training program developed by the department of elementary and secondary education for all evaluators and for all teachers, principals and administrators required to be evaluated under [section 38 of chapter 71](#). The district funding required to train school teams and evaluators in school districts required to implement evaluation systems for the 2013-2014 school year is estimated at \$5,200,000 for fiscal year 2014. Consistent with federal law, the department of elementary and secondary education shall encourage such districts to use federal Title II-A grant funds, in addition to any other available funds, for such training. The department of elementary and secondary education shall require all such districts to develop and submit, in coordination with each district's annual Title II-A needs assessment, a plan for funding the training required to implement the educator evaluation system, using available local, state, and federal funds. The department shall review and approve such plans. Beginning in the school year 2013-2014, any such district that has not already commenced an evaluation training program shall not require teachers to be evaluated until the district has published an evaluation training schedule for teachers, principals, and administrators who are required to be evaluated under said [section 38 of said chapter 71](#). Each such district shall publish a training schedule not later than October 1, 2013. The department shall submit a report to the chairs of the joint committee on education not later than December 31, 2013 describing how such training is being funded by the commonwealth and the districts.

SECTION 7. Notwithstanding any other general or special law to the contrary and for the purposes of assuring adequate resources for implementing an evaluation training program for teachers and administrators in every school district, districts implementing the new evaluation system in fiscal year 2013 shall allocate some or all of its fiscal year 2013 chapter 70 professional development allotment in fiscal year 2013 to implement an evaluation training program for all teachers and administrators. Districts implementing the new evaluation system in fiscal year 2014 shall allocate some or all of its [chapter 70](#) professional development allotment in fiscal year 2014 to implement an evaluation training program for teachers and administrators.

SECTION 8. There shall be established a board of elementary and secondary education educator evaluation data advisory committee which shall consist of the commissioner of elementary and secondary education or a designee, who shall serve as chair, the secretary of education or a designee, the senate and house chairs of the joint committee on education or their respective designees and 9 persons to be appointed by the governor from among the organizations which participated in the educator evaluation task force. The committee shall provide recommendations to the board of elementary and secondary education concerning what information shall be collected for the purpose of assessing the effectiveness of district evaluation systems in assuring effective teaching and administrative leadership in public schools and how such information shall be made available to the public. Such information may include surveys of teachers and administrators and data related to implementation of the district evaluation system and the district evaluation training program, percentage of staff evaluated, the number of teachers granted professional teacher status, the number of teachers and administrators voluntarily and involuntarily leaving employment in the district, the percentage of teachers and administrators in each performance ranking and data tracking aggregate changes in performance ranking. The committee shall file a report not later than December 31, 2012 with the clerks of the senate and house of representatives who shall forward it to the joint committee on education. The report shall include recommendations to the board concerning the information to be collected annually, how such information shall be made available to the public annually and the advisability of engaging a researcher to study the data and provide a report to the board, together with suggested questions and focus for such research.

SECTION 9. Sections 3 and 4 shall take effect on September 1, 2016; provided, however, that collective bargaining agreements negotiated after the effective date of this act shall be subject to said sections 3 and 4 on and after September 1, 2016.

Appendix C: Educator Evaluation Implementation by District

<u>Identified in 2010</u> District	School	Level
Boston	Blackstone	Elementary
Boston	Dearborn	Middle
Boston	Elihu Greenwood	Elementary
Boston	Harbor School	Middle
Boston	Jeremiah E Burke High	High
Boston	John F Kennedy	Elementary
Boston	John P Holland	Elementary
Boston	Orchard Gardens	Elementary/Middle
Boston	Paul A Dever	Elementary
Boston	The English High	High
Boston	William Monroe Trotter	Elementary
Fall River	Henry Lord Middle	Middle
Fall River	John J Doran	Elementary
Fall River	Matthew J Kuss Middle	Middle
Holyoke	Morgan Elem	Elementary/Middle
Holyoke	Wm J Dean Voc Tech High	High
Lawrence	Arlington Elementary School	Elementary
Lawrence	South Lawrence East Middle School	Middle
Lowell	Charlotte M Murkland Elem	Elementary
Lynn	E J Harrington	Elementary
Lynn	Wm P Connery	Elementary
New Bedford	John Avery Parker	Elementary
Springfield	Alfred G Zanetti	Elementary/Middle
Springfield	Brightwood	Elementary
Springfield	Chestnut Street Middle	Middle
Springfield	Elias Brookings	Elementary
Springfield	Gerena	Elementary
Springfield	High School Of Commerce	High
Springfield	Homer Street	Elementary
Springfield	John F Kennedy Middle	Middle
Springfield	M Marcus Kiley Middle	Middle
Springfield	White Street	Elementary
Worcester	Chandler Elem Community	Elementary
Worcester	Union Hill School	Elementary
Chelsea ¹	Chelsea	High

¹ Note: Chelsea High School is not a Level 4 school, but elected to participate in implementation in 2011-2012

Early Adopter Districts
Ashland
Attleboro
Chelsea High School
Everett
Franklin
Greater Lawrence Regional Vocational Technical School
Mashpee
Reading
Revere
Wachusett
Wareham
Whitman-Hansen

Race to the Top Districts (N participating = 234)	
Acushnet	Florida
Agawam	Foxborough
Amesbury	Framingham
Amherst	Gardner
Ashland	Gloucester
Attleboro	Grafton
Auburn	Granby
Avon	Greenfield
Barnstable	Hadley
Bedford	Haverhill
Belchertown	Holbrook
Bellingham	Holyoke
Belmont	Hudson
Berkley	Ipswich
Beverly	Kingston
Billerica	Lanesborough
Boston	Lawrence
Bourne	Leominster
Boxborough	Longmeadow
Braintree	Lowell
Brewster	Lunenburg
Brockton	Lynn
Cambridge	Malden
Chelmsford	Marblehead
Chelsea	Marlborough
Chicopee	Marshfield
Clinton	Mashpee
Danvers	Mattapoisett

Race to the Top Districts (N participating = 234)	
Douglas	Maynard
Dracut	Medford
East Bridgewater	Medway
Eastham	Melrose
Easthampton	Millbury
East Longmeadow	Millis
Edgartown	Monson
Everett	Natick
Fairhaven	New Bedford
Fall River	Newburyport
Falmouth	Newton
Fitchburg	Norfolk
North Adams	Waltham
Northampton	Ware
North Andover	Wareham
North Attleborough	Webster
Northbridge	Wellfleet
North Brookfield	Westborough
Norton	West Bridgewater
Oak Bluffs	Westford
Orange	Weston
Orleans	Westport
Oxford	West Springfield
Palmer	Williamstown
Peabody	Winchendon
Pelham	Winchester
Petersham	Winthrop
Pittsfield	Woburn
Plainville	Worcester
Plympton	Wrentham
Randolph	Excel Academy Charter
Reading	Academy Of the Pacific Rim Charter Public
Revere	Berkshire Arts and Technology Charter Public
Rochester	Boston Preparatory Charter Public
Rockland	Christa McAuliffe Regional Charter Public
Salem	Smith Leadership Academy Charter Public
Sandwich	Benjamin Banneker Charter Public
Saugus	Boston Day and Evening Academy Charter
Somerset	Barnstable Community Horace Mann Charter Public
Somerville	Edward Brooke Charter

Race to the Top Districts (N participating = 234)	
Southbridge	KIPP Academy Lynn Charter
South Hadley	Community Charter School of Cambridge
Springfield	City On A Hill Charter Public
Stoughton	Codman Academy Charter Public
Sudbury	Conservatory Lab Charter
Swampscott	Community Day Charter Public
Swansea	Sabis International Charter
Tisbury	Neighborhood House Charter
Truro	Abby Kelley Foster Charter Public
Tyngsborough	Foxborough Regional Charter
Uxbridge	Boston Collegiate Charter
Wakefield	Edward M. Kennedy Academy for Health Careers
Holyoke Community Charter	Manchester Essex Regional
Hill View Montessori Charter Public	Marthas Vineyard
Lowell Community Charter Public	Monomoy
Lowell Middlesex Academy Charter	Narragansett
Martha's Vineyard Charter	North Middlesex
MATCH Charter Public High	Pioneer Valley
New Leadership Charter	Quabbin
North Central Charter Essential	Ralph C Mahar
Dorchester Collegiate Academy Charter	Silver Lake
Silver Hill Horace Mann Charter	Southwick-Tolland-Granville
Pioneer Valley Performing Arts Charter Public	Spencer-E Brookfield
Boston Renaissance Charter Public	Triton
Roxbury Preparatory Charter	Up-Island Regional
Salem Academy Charter	Wachusett
Seven Hills Charter Public	Quaboag Regional
Prospect Hill Academy Charter	Whitman-Hanson
South Shore Charter Public	Assabet Valley Regional Vocational Technical
Atlantis Charter	Blackstone Valley Regional Vocational Technical
Martin Luther King Jr. Charter School of Excellence	Cape Cod Regional Vocational Technical
Phoenix Charter Academy	Franklin County Regional Vocational Technical
Global Learning Charter Public	Greater New Bedford Regional Vocational Technical
Hampden Charter School of Science	Greater Lowell Regional Vocational Technical
Adams-Cheshire	South Middlesex Regional Vocational Technical
Amherst-Pelham	Minuteman Regional Vocational Technical
Berkshire Hills	Nashoba Valley Regional Vocational Technical
Blackstone-Millville	North Shore Regional Vocational Technical
Bridgewater-Raynham	Old Colony Regional Vocational Technical
Chesterfield-Goshen	Southeastern Regional Vocational Technical

Race to the Top Districts (N participating = 234)	
Central Berkshire	South Shore Regional Vocational Technical
Concord-Carlisle	Southern Worcester County Regional Vocational Technical
Dennis-Yarmouth	Tri County Regional Vocational Technical
Dighton-Rehoboth	Upper Cape Cod Regional Vocational Technical
Dudley-Charlton Reg	Whittier Regional Vocational Technical
Nauset	Bristol County Agricultural
Freetown-Lakeville	
Groton-Dunstable	
Gill-Montague	
Hamilton-Wenham	
Hampshire	
Hawlemont	

Non-Race to the Top Districts (N = 142)	
Abington	Lee
Acton	Leicester
Andover	Lenox
Arlington	Leverett
Berlin	Lexington
Boxford	Lincoln
Boylston	Littleton
Brimfield	Ludlow
Brookfield	Lynnfield
Brookline	Mansfield
Burlington	Marion
Canton	Medfield
Carlisle	Methuen
Carver	Middleborough
Clarksburg	Middleton
Cohasset	Milford
Concord	Milton
Conway	Nahant
Dartmouth	Nantucket
Dedham	Needham
Deerfield	Northborough
Dover	North Reading
Duxbury	Norwell
Easton	Norwood
Erving	Pembroke

Non-Race to the Top Districts (N = 142)	
Franklin	Plymouth
Georgetown	Provincetown
Gosnold	Quincy
Halifax	Richmond
Hancock	Rockport
Hanover	Rowe
Harvard	Savoy
Hatfield	Scituate
Hingham	Seekonk
Holland	Sharon
Holliston	Sherborn
Hopedale	Shrewsbury
Hopkinton	Shutesbury
Hull	Southampton
Southborough	New Salem-Wendell
Stoneham	Northboro-Southboro
Sturbridge	Old Rochester
Sunderland	Pentucket
Sutton	Somerset Berkley Regional School District
Taunton	Southern Berkshire
Tewksbury	Tantasqua
Topsfield	Blue Hills Regional Vocational Technical
Wales	Bristol-Plymouth Regional Vocational Technical
Walpole	Greater Fall River Regional Vocational Technical
Watertown	Greater Lawrence Regional Vocational Technical
Wayland	Montachusett Regional Vocational Technical
Wellesley	Northern Berkshire Regional Vocational Technical
West Boylston	Northeast Metropolitan Regional Vocational Technical
Westfield	Pathfinder Regional Vocational Technical
Westhampton	Shawsheen Valley Regional Vocational Technical
Westwood	Essex Agricultural Technical
Weymouth	Norfolk County Agricultural
Whately	Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District
Williamsburg	Amesbury Academy Charter Public (District)
Wilmington	Boston Green Academy Horace Mann Charter School (District)
Northampton-Smith Vocational Agricultural	Dudley Street Neighborhood Charter School (District)
Acton-Boxborough	Salem Community Charter School (District)
Ashburnham-Westminster	UP Academy Charter School of Boston (District)
Athol-Royalston	UP Academy Charter School of Dorchester (District)

Non-Race to the Top Districts (N = 142)	
Ayer Shirley School District	
Berlin-Boylston	
Dover-Sherborn	
Farmington River Regional	
Frontier	
Gateway	
Hampden-Wilbraham	
King Philip	
Lincoln-Sudbury	
Masconomet	
Mendon-Upton	
Mount Greylock	
Mohawk Trail	
Nashoba	

Appendix D: Additional Resources

- ESE Regulations for Educator Evaluation:
<http://www.doe.mass.edu/lawsregs/603cmr35.html>
- ESE Educator Evaluation Model System:
<http://www.doe.mass.edu/eeval/model/>
- ESE Training Workshops for Teachers:
<http://www.doe.mass.edu/eeval/training/teachers/>
- ESE Training Modules for Evaluators:
<http://www.doe.mass.edu/eeval/training/>
- ESE-Approved Vendors:
<http://www.doe.mass.edu/eeval/training/vendors.html>
- ESE Guide to Educator Evaluation Training Requirements
<http://www.doe.mass.edu/eeval/training/TrainingRequirements.pdf>
- Quick Reference Guides:
<http://www.doe.mass.edu/eeval/>